

THE

School Counselor

PROPOSED AMENDMENTS TO ASCA CONSTITUTION.....	3
WHAT IS THE ROLE OF GUIDANCE IN PREPARATION FOR MARRIAGE AND FAMILY LIVING?..... <i>Douglas Broom</i>	4
AN ELEMENTARY GUIDANCE PROGRAM..... <i>Oren W. Miller</i>	9
A COMPARISON OF TESTS: THE PRIMARY MENTAL ABILITIES: THE PINTNER MENTAL ABILITIES: THE CALIFORNIA TEST OF MENTAL ABILITIES..... <i>Ronald E. Jacobs</i>	12
GUIDANCE PERSONNEL AND INDUSTRY REALLY MEET <i>Hubert W. Houghton</i>	19
CONTEMPORARY VIEWS OF ELEMENTARY SCHOOL GUIDANCE <i>Rita G. Orgel</i>	22
THE CAPTIVE CLIENT..... <i>Angelo V. Boy</i>	28
HINTS FOR COUNSELORS.....	32

The School Counselor

JOURNAL OF THE AMERICAN SCHOOL COUNSELORS ASSOCIATION

N. HARRY CAMP, JR., *Editor*

Director

Child Guidance Center

Cocoa, Florida

JACK SOMNY, *Business Manager*

Counselor, Westview Junior High School

1901 N.W. 127th Street

Miami, Florida

EDITORIAL BOARD

ELSA G. BECKER, Administrative Assistant in Guidance, New York City Schools, New York
WALTER GUTTERSON, Director of Guidance, Weymouth, Massachusetts

EDWARD O. HASCALL, Division of Testing and Counseling, City College of New York, New York, New York.

HARRY SMALLENBERG, Director of Research and Guidance, Los Angeles County Schools, Los Angeles, California

AMERICAN SCHOOL COUNSELOR ASSOCIATION

A Division of the American Personnel and Guidance Association, Inc.

1605 New Hampshire Ave., N.W., Washington 9, D.C.

OFFICERS AND BOARD OF GOVERNORS—1960-61

President: CARL O. PEETS, Counselor, Walnut Hills High School, Cincinnati, Ohio

President-Elect: GEORGE W. MURPHY, Counselor, Catonsville Junior High School, Catonsville, Maryland

Secretary-Treasurer: RALPH H. JOHNSON, Consultant in Counseling, Minneapolis Public Schools, Minneapolis, Minnesota

Board of Governors: ROBERT FRENCH, Counselor, Hicksville High School, Hicksville, Long Island, New York (1961); EDWARD LANDY, Assistant Supt. of Schools, Newton Public Schools, Newton, Massachusetts (1961); LOREN L. BENSON, Counselor, Hopkins Senior High School, Hopkins, Minnesota (1962); HARRY SMALLENBERG, Director, Division of Research and Guidance, Los Angeles County Public Schools, Los Angeles, California (1962); CALVERT W. BOWMAN, Coordinator of Counseling, San Mateo High School, San Mateo, California (1963); GEORGE O. MCCLARY, Director, Guidance and Psychological Services, Richmond City Schools, Richmond, Virginia (1963)

THE SCHOOL COUNSELOR is published four times during the year, in October, December, March, and May, by the American School Counselor Association, a Division of the American Personnel and Guidance Association. Publication Office, Mount Royal and Guilford Avenues, Baltimore 2, Maryland. Business Office, Westview Junior High School, 1901 N.W. 127th Street, Miami, Florida. Rates: \$2.00 per year. Outside U.S.A., additional 50¢ per year. Single copies, 50¢.

Copyright, 1960, American School Counselor Association. Printed in U.S.A.

2



The President's Message

During the coming year my message in each issue will inform you regarding the current affairs of ASCA. We want you to know the problems which face the governing board and hope that you will respond to these problems. In this way, you will be informed of the business of your organization and will have a voice in what is done by the Board of Governors.

Vacancy on the Board

Dr. Edward Hascall is leaving the Board of Governors due to a change of position. Dr. Hascall will work for the Division of Testing and Counseling at the City College of New York. Replacing him for the remainder of the unexpired term will be Mr. Robert French, Counselor, Hicksville High School, Hicksville, Long Island. Mr. French has experience in both college and high school personnel work.

Membership

Dr. Kenneth Parker, National ASCA Membership Chairman, reports an increase of 1003 members or 34 per cent during the past year. His goal for the coming year is 6,000. Let's all do our share and recruit some new members this year. The 57 NDEA Guidance Institutes have increased the number of school counselors by 25 per cent. Each of you should know some new counselors in your community who should be joining their professional organization.

National Scholarship and Testing Committee

Those of you who attended the business meetings of ASCA at the Philadelphia convention remember the discussions concerning the resolution on national testing programs. The committee has taken this report under study for another year. They are interested in your suggestions. Please contact one of the members of the Board of Governors in order that your suggestions may be considered.

ASCA Was There

ASCA was represented at the *American Library Association Convention* in Montreal in June. The *School Counselor* was on display along with other APGA publications.

Research Committee

Mr. C. K. Knox, counselor in Minneapolis Schools, has agreed to head the Research Committee. He is interested in knowing of any research being done by you. Many of you helped the committee last year so ably headed by C. G. Gray. Much of this research was discussed at the convention.

The School Counselor

Periodically a group which is growing as rapidly as ASCA must do some evaluating. This year at the Fall Board of Governors meeting, one of the main topics will be an appraisal of our official publication. The editor will present a detailed report of his evaluation with suggestions for improving. We would very much like your appraisal. Is it serving you? What do you like and dislike about it and why? Won't you please send your suggestions to any member of the governing board at once before you forget it.

Amendments to ASCA Constitution

You will soon receive some amendments to the ASCA Constitution for your vote. A great deal of time and discussion have gone into these. The Board feels that the approval of these amendments will make your organization a better and more efficient one. Please return them promptly.

West Point Visit

Your President started his official tour of duty as a guest of the United States Military Academy. With 39 other educators throughout the country, Mrs. Peets and I spent a day and a half learning about the recent changes in the curriculum, which provide for a more flexible program.

ASCA Publications

We hope that you have found helpful the booklets "How About College?", "How About College Financing?" and the Counselors' Manual for the latter booklet. The first two booklets were kept at a low rate in the hopes that you would be able to use them in quantity in your schools. Do you have need for any other special publications which ASCA might be able to undertake?

CARL PEETS, *President*

Editorial

ASCA is still experiencing growing pains. The total of 1003 new members this year brings us very near the 4000 mark. Ken Parker, our membership chairman, reports that this represents an increase of more than 34 per cent over last year. He and his state membership chairmen have set a goal of 6000 members by this time next year. Potentially we can become the largest professional division of APGA. By increasing our membership, we are better able to serve American youth, enhance the position of the school counselor, and strengthen the parent Personnel and Guidance Association. In these critical times we need to be strong. Every ASCA member can help in this drive. Our slogan rightfully should be: "Every eligible school

(Continued on page 11)

PROPOSED AMENDMENTS TO ASCA CONSTITUTION

Section 4 Student Membership: To be added to Article 4 of the by laws, termed *membership*. This section will be termed *student membership*.

A. Academic Requirements: To be a certified graduate student being enrolled at least half time in a course of study designed to prepare him for guidance and personnel work. Individuals must be certified by their major professor as meeting the above requirements. These individuals will be entitled to a 50% reduction in association dues.

B. Length of Membership: No person shall be entitled to student membership for more than three years. If before the end of three years he should become gainfully employed full time in an educational institution, then he will have to meet either the requirements for active or associate membership, then, being no longer entitled to student membership. If at the end of three years a student does not meet the requirements for either active or associate membership, he will not be entitled to student membership beyond this period of time.

Article V Governing Board, Should be amended as follows:

Section 2 Membership: The Governing Board shall be composed of the officers, the immediate past president, and six members, representing different geographical sections, in so far as possible, elected at large by the membership.

Article V of by laws: To be eligible for any office in ASCA, including membership on the Governing Board and position as delegate to the APGA Delegate Assembly, a member must hold *Active membership*, and hold a position making him eligible for active membership at the time he would hold said office.

Article VII of the constitution should be amended as follows:

As now stated: *Article VII—Branch Chapters*—Branch chapter structure shall conform to the provisions of the Constitution of the A.P.G.A.

As Amended: The above is to become section 1. and the following is to become *Section 2.*

a. Any or all members of A.S.C.A. residing or working within a given state may file an application to become a State Branch of A.S.C.A. with the secretary-treasurer of A.S.C.A.; whenever and wherever an A.P.G.A. State Branch exists, the A.S.C.A. State Branch should be formed from the A.S.C.A. interest section of the A.P.G.A. State Branch; if the A.S.C.A. State Branch is formed prior to the existence of an A.P.G.A. State Branch, it should apply simultaneously to become an A.P.G.A. State Branch. Any A.S.C.A. State Branch may affiliate with any other professional organization to which its members wish to belong as a distinct A.S.C.A. group.

b. The application should be filed with the Executive Director of A.P.G.A.

c. A Constitution and By-laws in harmony with A.S.C.A.'s and a list of officers

(Continued on page 18)

What is the Role of Guidance in Preparation for Marriage and Family Living?

DOUGLASS BROWN

Coordinator, Department of Marriage and Family Living, Florida State University, Tallahassee, Florida

This title and the treatment I shall give it is no sudden brainstorm of mine. It has been gradually developing since 1937 when I first became engaged in high school guidance work. Time after time as student or lecturer, I have referred to some five or six accepted definitions for guidance. Always, I find running through them a common thread of *adjustment, planning, choice, and interpretation*.

Adjustment to what? A partial answer is adjustment to life in the present, and to life in future adulthood. As we think of adjustment in the present we recognize that every adolescent has the problem of adjusting to the opposite sex, of becoming able to talk freely to the opposite sex. As we consider adjustment in the future, we must be cognizant of the fact that we live in a two-sex world and that there will be the most pressing problem of adjustment to the opposite sex during the engagement period and during the first years of marriage.

Planning for what? A partial answer is planning for independence from parents, planning for engagement, planning for marriage, and planning for parenthood.

Choice of what? A partial answer to this question is choice of dating partner, choice of dating recreational activity, choice of dating behavior (shall I pet or shall I not? If so, what limits shall I set?), and of course choice of marital partner—unless one makes the previous choice of not to marry at all, which is a perfectly respectable choice.

Interpretation of what? A partial answer is interpretation of the individual's own behavior to himself, especially perhaps his behavior in relation to or in the presence of the opposite sex, interpretation of the behavior of his dating partner on occasion when it may be perplexing to the inexperienced adolescent, interpretation of why he may be thinking about marriage at an age when he is still unable to assume the obligations and responsibilities of marriage.

I recognize the importance of vocational guidance, but no amount of vocational guidance, however effective, can ever, *per se*, achieve its goal for a given person unless his personal life is sufficiently well-adjusted that he can concentrate upon his work rather than upon his personal problems. Let me illustrate. At the age of seventeen, and after very effective educa-

tional and vocational guidance, Ellen had graduated from the business education course of a large high school. She was clearly the best typist and the best stenographer in her graduating class. A few weeks after high school graduation she was married and very shortly after this she came to work in my office as a secretary. Her technical competence to perform the requirements of the job became immediately apparent and almost as quickly it became obvious that she was unable to concentrate on the job because of her difficulties in adjusting to her new marital status. Ellen had had exceptionally fine vocational guidance and educational preparation for the technical requirements of her job as secretary. But she had had no appreciable guidance or education for marriage. The only way that I was able to obtain any reasonable amount of work from Ellen during the ten months that she worked for me was to give her some two hours a week—not all at one sitting—of marriage counseling. Such illustrations can be easily multiplied.

Difficulties can be cited, too, of persons with more academic education than Ellen had. Most of us have had colleagues in the educational profession who, in spite of their increased age and education, had still not had sufficient preparation for marriage to be able to adjust to it, and thus be free to function with optimum effectiveness in their chosen vocation.

Some years ago two other counselors and I who were together teaching ten sections of ninth grade group guidance, totaling approximately three hundred pupils, engaged in a little research. After we had had these pupils in guidance class for about half the semester and had, we believed, established good rapport with them, we invited them to write unsigned questions, i.e., personal problems with which they wanted help. Every pupil was required to turn in a folded paper. He could turn it in blank if he liked or he could write one or more questions on it. Five hundred thirty-two questions were turned in by these three hundred ninth-grade pupils in group guidance. After these were carefully classified, it was discovered that of the 532 questions sixty-one percent dealt with problems in the area of marriage and family living, either their present family of orientation or the dating and human relations problems with the opposite sex.

There are two reasons why some counselors receive few, if any, questions either in group guidance classes or in individual counseling sessions, in the area of dating or personal and sexual adjustment. One is that the pupils fear that the counselor will take a judgmental attitude—this they have a very strong drive to avoid because it makes them feel guilty, or inferior, or both; and such feelings are difficult for any of us to face, especially for adolescents. The second reason why some counselors do not have such problems presented, even when opportunity is provided for written anonymous questions, is that the pupils wish to avoid shocking the teacher-

counselor. If the pupils feel a lack of rapport, which they will feel if they sense a judgmental attitude on the part of the counselor, or if they sense that the counselor will be embarrassed, they will studiously avoid, even with anonymous questions, the topics that are "delicate". Several times in teaching teachers I have been faced with the statement: "Well, my students just do not have problems of this kind", to which my answer is: "Nonsense. Of course they have such problems. They simply are afraid that you will be either judgmental or embarrassed if they raise the questions, and they don't want to cause themselves or you this discomfort."

Those who best understand teen-agers know that for many of them acceptance by the opposite sex (of their own age) is more important to them than *anything* else. They may or may not be conscious of the fact. They may only feel vague unrest and dissatisfaction. Some good students, particularly girls, are superior scholastically in compensation for their lack of ability to gain acceptance with the opposite sex. Unfortunately in many such instances the parents—and even teachers—rejoice in this fact. I am *not* inveighing against high scholarship—I *am* suggesting that the *over-achiever* needs guidance.

Now I will give some illustrations of cases involving non-acceptance by the opposite sex. Bob was a high school junior, a good-looking boy, a track star, and a straight-A student—but he was very unhappy, as he indicated to me one day. When he came to me, apparently after many months of worry about the problem, he enumerated very briefly some of his achievements but then stated "But I just can't seem to get any girl interested in me and I can't even get up the nerve to ask a girl for a date—"

Esther was a girl who graduated from high school the third year of my teaching career. It is doubtful if she realized what she was wanting or why she was achieving so very highly. She participated in no extra-curricular activities, she could not carry on a conversation with any member of the opposite sex either a classmate or a teacher, she appeared completely ill-at-ease except in the classroom where she was answering questions whose answers she had learned in books; she was a straight-A student, she graduated from high school shortly before her sixteenth birthday—the valedictorian of her class of 100. And there the story ends. A miserable misfit, she remained at home with her mother the following year.

A very recent case is that of Betty, a ninth-grader last year in one Florida high school. Betty was fourteen then, looked eighteen, was a superior student, and had sought acceptance of the opposite sex since the age of twelve, but she had sought it in her own age-range unsuccessfully. However, as she told me in a counseling session, she had been accepted by men ten or more years her senior. She had been having sexual intimacies regularly with various different older men for two years, except for a period of some

four months when she had tried to break off, during which, she said, "I couldn't eat, I couldn't sleep, and I couldn't study".

Did Bob need guidance? Did Esther need guidance? Did Betty need guidance?

Little Sally, a fourteen-year-old freshman, had found at least temporary and partial acceptance of the opposite sex in that she had had three dates with a junior boy. But he was seeking to exploit her. She managed to get up nerve to ask her biology teacher (there being no counselor in that school—and of course we all know that not all counseling is done by those who have the label of counselor anyway), "Should I let Jack do what he wants to do with me?" Did Sally need guidance?

Fifteen-year-old Patty came to see her counselor, saying, "I have been trying for a long time to get up nerve to talk to you about this and here I am. My stepfather has been making most unwelcome advances toward me for several months. I have talked to my mother about it but she tells me it's just my imagination. What shall I do?" Did Patty need guidance?

A few years ago I received a phone call from Joe, a high school senior boy, at 12:30 A.M. His problem was, "I've gotten my girl pregnant. What shall I do?" Did Joe need guidance? Did his miserable girlfriend need guidance?

Many problems arise in connection with steady-dating, particularly if it occurs at too early a stage in the dating process, that is, before there has been at least three years of dating experience including one or so of group dating. One such was that of Bryston who came to me about the middle of his freshman year in college. Bryston, a student leader, was very tense and very near tears. Bryston said, in brief, "I have been going steady with my girl since the middle of my sophomore year in high school. On Commencement night I gave her a diamond. She loves me very much and her parents both think I am a wonderful guy and they all three have been wonderful to me. I have a great deal of respect for her, but I now know that I do not want to marry her. But, what can I do?" Did Bryston need guidance?

After two years of dating, followed by one year of engagement, Tommy married Susan at the end of his sophomore year in college. Her parents had favored the marriage and had agreed to give her, their daughter, the same allowance monthly, after marriage until Tommy finished college, as they had while she was in college before marriage. One month after they were married her parents suddenly betrayed the young couple and discontinued her allowance completely. And, the bride's mother reversed her attitude toward Tommy and became highly critical of him. Did Tommy need guidance?

Last May, Lenora, a beautiful, apparently very well-poised, college

senior girl sought help from me. Invariably whenever she had a date with a boy for whom she cared anything at all, if he so much as touched her hand she trembled violently. This was most embarrassing to her and the reason was most perplexing. Did Lenora need guidance?

Last fall a college senior girl whom I had in Preparation for Marriage class petitioned me for the privilege of giving her assigned autobiography orally. Permission was granted. When she came, she was extremely tense and experienced painful difficulty in talking at all. She said, "I have been worried about this for many years and have wanted particularly for the last five years to talk to someone about it and I have never gotten up nerve to do so. I am determined that I am going to talk about it this time." Finally she got it out. She had masturbated occasionally ever since she was five years old and had suffered horrible feelings of guilt. Did this girl need guidance?

Some months ago Daryl, a very mature-acting high school senior presented this problem. She, an ardent Baptist, was very much in love with a devout adherent of the Hebrew faith. Did Daryl need guidance?

The reader may have noted in the illustrations given a higher number of girls used than of boys. It is a well-known fact that girls and women are more willing to seek help and to state their problems to a counselor. There are perhaps many reasons why this is true. But, it is very doubtful that boys, young men, and married men have any less *need* of help with their problems of adjustment to the opposite sex than do girls and women.

The reasons why many specialists have relegated guidance for family living to a somewhat minor role, are, no doubt, legion. One of them is simply tradition, that is the traditional emphasis, from its inception, upon vocational guidance. Another is the long-standing taboo upon education dealing with the sexual aspects of dating and marriage. This taboo, which is gradually being overcome, has two principal effects upon the minor role of guidance for family living. One is that guidance personnel fear to deal with problems in this area because of disapproval of some parents and clergy in the community. The other effect is lack of preparation of guidance personnel for dealing with such intimate problems as many teen-agers experience.

I believe that every university which offers a sequence of graduated courses in guidance ought to include at least one course labeled "Guidance for Family Living" or its equivalent. Obviously one way of causing such courses to be added to the guidance training curriculum is for you who are in the field and who are graduate students or prospective graduate students to demand from your adviser and from your dean that such courses be made available. Any guidance training curriculum which is truly preparing guidance workers to meet adolescent needs will consider a course in Guid-

ance for Family Living as important as a course in Occupational Information. I have taught both.

What is the role of guidance in preparation for marriage and family living? The role of guidance, including counseling, is to round out and supplement all the teaching that is done in any given institution in the area of preparation for marriage and family living. This teaching, of course, ought to occur in many different subject fields, in group guidance, and particularly in a special course at the eleventh and twelfth grade level which might be called Family Living. And, if any school unfortunately has a minimum of classroom instruction in this area, then inevitably there will be a need, which cries out to be met, for even more guidance, including counseling, in those problem areas dealing with sexual adjustment, dating, and preparation for married life. The guidance service should be the heart of the school and if the faculty and guidance personnel face up realistically to adolescent needs, guidance in preparation for marriage and family living will play as major a role as will guidance in preparation for college and vocation.

An Elementary Guidance Program At Work

OREN W. MILLER

*Consultant, Guidance and Special Education, St. Joseph School District, St. Joseph,
Missouri*

During the past seven years, in the School District of St. Joseph, we have been developing a program of elementary guidance which would provide the most effective guidance services possible with a limited number of staff members. In doing this, immediate needs and resources have been studied and long range goals and potential resources have been considered. There are some nine thousand children in the elementary schools. The administration and supervision of the program is the responsibility of two individuals, the consultant of guidance and special education and the school psychologist.

Objectives were formulated in 1953 to guide the development of the program. They are as follows: (A) To discover abilities, interests, strengths and weaknesses of pupils as an aid to teachers in counseling and planning for retarded, average and gifted children; (B) To prevent minor maladjustment problems from becoming serious, and (C) To locate and refer pupils who are developing serious maladjustment problems to the proper source of referral. During the intervening years these objectives have been refined and modified but the basic concepts have remained the same.

It is quite apparent that the guidance personnel can have only a very minimum number of direct contacts with pupils and parents. Principals and teachers are responsible for most of the counseling and conferences. Our present thinking is that this is perhaps as it should be in the elementary school. The primary function of the guidance personnel is to administer, supervise and serve as consultants. Well trained, emotionally mature principals and teachers who are interested in the welfare of their children have an understanding of the children and their needs and have a unique working relationship with them. Incidentally, this fact is sometimes overlooked in the attempts to impose high school guidance techniques on elementary situations.

About half the time of the guidance consultant is allocated to administering the elementary program. Briefly it entails: meeting with committees of principals and teachers to formulate objectives and guidance policies, to select tests and materials, and to plan program procedures; arranging for the meeting with groups of teachers and principals to discuss the giving and scoring of tests and the interpretation of test results; discussing a limited number of cases with teachers; counseling with individual children; conferring with principals and parents; making referrals to community referral sources; and placing those who need special school placement in the proper school setting.

The school psychologist is primarily for the diagnostic study of individuals who are referred by the schools. If the results indicate a learning difficulty due only to slow mental development or a similar kind of problem she reports directly to the school. If there is indication that there is a complex problem which needs further study or referral, the findings are presented at a staff conference. The psychologist and consultant and other professional people, as the need indicates, are included in these conferences.

Children who are referred by teachers and principals are usually those who are not adjusting in the classroom or those whose test scores indicate a need for further study, parent conferences and/or referral. These individuals become case studies and their needs are used as a means of helping school personnel develop a better recognition of individual differences and individual needs.

Group and individual testing is basic to the implementation of the program although it is not the most important part of it. Classroom teachers are responsible for administering group tests under the direction of the guidance consultant. Test results have become the "springboard" for much of the inservice training—both group and individual—which has been done with principals and teachers. The ramifications of the discussions that result from the interpretation and use of test scores are numerous and no attempt will be made to go into detail in this article.

A tremendous factor in the success of the program has been the close

cooperation between school personnel and referral sources in the community. All have worked together as a team. Therefore, an excellent interdisciplinary approach to the needs of children has been possible.

Many children who have adjustment problems are referred to local agencies and individuals for further help. Included in this group are physicians, psychiatrists, psychologists, clergymen and social workers. Some function as individuals, some work as a team within the framework of a social agency.

Most referrals are made to the Local Child Guidance Center, a United Fund Agency, because this organization is uniquely orientated and staffed for doing diagnostic studies and making subsequent referrals when this is indicated. If the type of treatment provided by the Center is indicated, the case is handled there. The Center is under the direction of a psychiatrist. Psychologists and psychiatric social workers serve on its staff. Professional people mentioned previously serve as consultants when it is felt their counsel is needed. The consultant of guidance is on the Center staff. He serves as a consultant when questions of educational placement arise and he acts as a liaison person between the school and the Center.

The program of elementary guidance described here has proven to be quite satisfactory. Many specific instances of satisfactory results could be cited. It makes maximum use of existing community resources and cultivates a cooperative community spirit in achieving optimum academic, emotional, social and spiritual growth and adjustment of its children.

(Editorial continued from page 2)

counselor a professional member of THE AMERICAN SCHOOL COUNSELOR ASSOCIATION."

Paralleling our growth in membership, is the growth of services which ASCA renders its members. THE SCHOOL COUNSELOR, our official journal, will be expanded to include eight additional pages. Every effort is being made to make it the kind of a publication that will meet your needs. Only through hearing from you, however, can we be aware of your needs. The Editorial Board encourages you to send your suggestions so that these may be reflected in our policies. Each of you is encouraged to submit papers describing research, practical and workable tools and techniques, and new ideas and theory. Letters of comment are also welcome. Papers should be typed in double spacing and should be limited to ten pages. No paper is too small. Research and theoretical manuscripts should include a bibliography and summary. Be a part of the growth of your professional organization. Share your thinking and your workable techniques with all school counselors in ASCA by preparing them for publication and forwarding them to your editor.

A Comparison Of Tests: The Primary Mental Abilities: The Pintner Mental Abilities: The California Test of Mental Abilities

RONALD E. JACOBS

Counselor, Stanton Junior High School, Alliance, Ohio

The purpose of this report is to show and discuss the correlations among the Primary Mental Abilities Test, the Pintner Mental Abilities Test, and the California Test of Mental Maturity.

This study was carried out at B. F. Stanton Junior High School, Alliance, Ohio, from scores obtained by the ninth grade students of the school year 1958-59. There was no attempt to group or take a preferred selection of pupils for sampling. The entire ninth grade class was tested. If there is any discrepancy in the number of students on each test, it was due to pupil absences.

The California Test of Mental Maturity was taken by the students during their sixth year of school. The Primary Mental Abilities Test and The Pintner Mental Abilities Test were taken in their ninth year. The Pintner Mental Abilities Test was taken in September and The Primary Mental Abilities Test in November. The following coefficients of correlation were found:

Between The California Test of Mental Maturity and The Primary Mental Abilities Test there was a positive correlation of .78. The major deviations were noticed at the extremes. The California Test of Mental Maturity tended to group the scores more toward the middle, whereas The Primary Mental Abilities Test seemed to be a more selective tool. This leads to certain conclusions which will be pointed out later in this report.

The correlation between the Pintner Test of Mental Ability and the Primary Mental Abilities Tests was a positive .83, the major area of difference coming at the upper extreme. Both of these tests seemed more selective at the lower end of the scale and in the middle, but variances showed up at the higher end.

The conclusions reached by this reporter are as follows: The California Test of Mental Maturity tends to be a better test for screening students for individual testing. Since the trend on this test is more toward the middle of the scale grouping, it seems safe to assume that the students scoring extremely high or low might warrant further study.

The Pintner Test of Mental Ability seems to give a broader range of scores, and therefore it would be a good tool to use in a system where there are less facilities for individual testing and the score on the group test would carry more authority. The students' scores on the Pintner Test of Mental Ability did not hit as high a range as the Primary Mental Abilities Test in most cases, leaving the thought that the Pintner Test of Mental Abilities would make a better tool in the search for the gifted.

The Primary Mental Abilities Test is more selective than the California Test of Mental Maturity, but it tends to be a better screening device than the Pintner Mental Abilities Test. It seems to be the test with the most advantages for use in a student evaluation program, and yet it provides some form of intelligence rating for the school records.

Some advantages of each of the tests are: (1) Scoring. Both the California Test of Mental Maturity and the Primary Mental Abilities are self-scoring tests that take little or no real effort; (2) Administering. The Pintner Test Of Mental Abilities takes the least amount of work by the administrator of the test, as it is done in one unit and no close timing is needed. The Primary Mental Abilities lends itself easily to classroom administration, as the five parts of the test are short and can be given in class periods using a few days, whereas the Pintner Test of Mental Ability will run a little longer than some class periods and the school schedule must be adjusted for it. The California Test of Mental Maturity lends itself to split testing similar to the Primary Mental Abilities but needs slightly longer time allotments. (3) Recording of results. The Primary Mental Abilities Test seems to give the most useful results, since they are recorded on an easy to read profile that can be explained readily to the layman. These results fit well into a student evaluation program, as the test records rankings in five distinct mental areas, whereas the California Test of Mental Maturity breaks into only two areas and the Pintner Test of Mental Ability records only the total picture.

(4) The value of the results. Since the Pintner Test of Mental Ability provides a single result, the test has little diagnostic value of specific traits. Therefore the Pintner Test of Mental Ability tends to be used as a screening tool for further testing rather than a device for student evaluation.

The California Test of Mental Maturity gives a total picture along with two categories of diagnosis, but these two categories tend to be a little ambiguous in terms of explaining them to the public. One of the great assets of the test is that it gives a grade placement of the testee.

The Primary Mental Abilities Test, as mentioned above, gives a picture in five areas: verbal meaning, space visualization, reasoning, numerical ability, word fluency, and a total. It is understood that taking specific parts of the test for diagnosis tends to decrease the test reliability, but it becomes

Primary Mental Abilities		California Test of Mental Maturity	
62.5-67.5	67.5-72.5	72.5-77.5	77.5-82.5
82.5-87.5	87.5-92.5	92.5-97.5	97.5-102.5
102.5-107.5	107.5-112.5	112.5-117.5	117.5-122.5
122.5-127.5	127.5-132.5	132.5-137.5	137.5-142.5
142.5			
137.5			
137.5			
132.5			
132.5			
132.5			
127.5			
127.5			
122.5			
122.5			
122.5			
117.5			
117.5			
112.5			
112.5			
112.5			
107.5			
107.5			
102.5			
102.5			
102.5			
97.5			
97.5			
92.5-97.5	97.5-102.5	102.5-107.5	107.5-112.5
87.5-92.5	92.5-97.5	112.5-117.5	117.5-122.5
82.5-87.5	87.5-92.5	122.5-127.5	127.5-132.5
77.5-82.5	82.5-87.5	132.5-137.5	137.5-142.5
72.5-77.5	77.5-82.5	142.5	
67.5-72.5	82.5-87.5		
62.5-67.5	87.5-92.5		
67.5-72.5	92.5-97.5		
72.5-77.5	97.5-102.5		
77.5-82.5	102.5-107.5		
82.5-87.5	107.5-112.5		
87.5-92.5	112.5-117.5		
92.5-97.5	117.5-122.5		
97.5-102.5	122.5-127.5		
102.5-107.5	127.5-132.5		
107.5-112.5	132.5-137.5		
112.5-117.5	137.5-142.5		
117.5-122.5			
122.5-127.5			
127.5-132.5			
132.5-137.5			
137.5-142.5			

A COMPARISON OF TESTS

15

97.5		1	6	3	6	2				18	0	0	0	0	0		
92.5			3	2	1					12	-1	-12	12	4			
92.5																	
87.5		2	4	4	1	2				15	-2	-30	60	48			
87.5																	
82.5		2	1	2	1	1					8	-3	-24	72	63		
82.5																	
77.5	1			3	2	1					8	-4	-32	128	136		
77.5																	
72.5																	
72.5																	
67.5																	
67.5																	
62.5																	
f	1	2	3	3	6	10	14	14	19	16	7	6	2	1	119	—	
d	-8	-7	-6	-5	-4	-3	-2	-1	0	1	2	3	4	5	6	7	—
fd	-8	-14	-18	-15	-24	-30	-28	-14	0	19	32	21	24	10	6	7	-22
fd ²	64	98	108	75	96	90	56	14	0	19	64	63	96	50	36	49	978

Primary Mental Abilities

r = +.78

THE SCHOOL COUNSELOR

Primary Mental Abilities		Pintner Mental Ability		Pintner Mental Ability		Primary Mental Abilities	
117.5-122.5	117.5						
112.5-117.5	122.5						
107.5-112.5	112.5						
102.5-107.5	117.5						
97.5-102.5	122.5						
92.5-97.5	127.5						
87.5-92.5	132.5						
82.5-87.5	137.5						
77.5-82.5	142.5						
72.5-77.5	147.5						
67.5-72.5	152.5						
62.5-67.5	157.5						
57.5-62.5	162.5						
52.5-57.5	167.5						
	172.5						
	177.5						
	182.5						
	187.5						
	192.5						
	197.5						
	202.5						
	207.5						
	212.5						
	217.5						
	222.5						
	227.5						
	232.5						
	237.5						
	242.5						
	247.5						
	252.5						
	257.5						
	262.5						
	267.5						
	272.5						
	277.5						
	282.5						
	287.5						
	292.5						
	297.5						
	302.5						
	307.5						
	312.5						
	317.5						
	322.5						
	327.5						
	332.5						
	337.5						
	342.5						
	347.5						
	352.5						
	357.5						
	362.5						
	367.5						
	372.5						
	377.5						
	382.5						
	387.5						
	392.5						
	397.5						
	402.5						
	407.5						
	412.5						
	417.5						
	422.5						
	427.5						
	432.5						
	437.5						
	442.5						
	447.5						
	452.5						
	457.5						
	462.5						
	467.5						
	472.5						
	477.5						
	482.5						
	487.5						
	492.5						
	497.5						
	502.5						
	507.5						
	512.5						
	517.5						
	522.5						
	527.5						
	532.5						
	537.5						
	542.5						
	547.5						
	552.5						
	557.5						
	562.5						
	567.5						
	572.5						
	577.5						
	582.5						
	587.5						
	592.5						
	597.5						
	602.5						
	607.5						
	612.5						
	617.5						
	622.5						
	627.5						
	632.5						
	637.5						
	642.5						
	647.5						
	652.5						
	657.5						
	662.5						
	667.5						
	672.5						
	677.5						
	682.5						
	687.5						
	692.5						
	697.5						
	702.5						
	707.5						
	712.5						
	717.5						
	722.5						
	727.5						
	732.5						
	737.5						
	742.5						
	747.5						
	752.5						
	757.5						
	762.5						
	767.5						
	772.5						
	777.5						
	782.5						
	787.5						
	792.5						
	797.5						
	802.5						
	807.5						
	812.5						
	817.5						
	822.5						
	827.5						
	832.5						
	837.5						
	842.5						
	847.5						
	852.5						
	857.5						
	862.5						
	867.5						
	872.5						
	877.5						
	882.5						
	887.5						
	892.5						
	897.5						
	902.5						
	907.5						
	912.5						
	917.5						
	922.5						
	927.5						
	932.5						
	937.5						
	942.5						
	947.5						
	952.5						
	957.5						
	962.5						
	967.5						
	972.5						
	977.5						
	982.5						
	987.5						
	992.5						
	997.5						
	1002.5						
	1007.5						
	1012.5						
	1017.5						
	1022.5						
	1027.5						
	1032.5						
	1037.5						
	1042.5						
	1047.5						
	1052.5						
	1057.5						
	1062.5						
	1067.5						
	1072.5						
	1077.5						
	1082.5						
	1087.5						
	1092.5						
	1097.5						
	1102.5						
	1107.5						
	1112.5						
	1117.5						
	1122.5						
	1127.5						
	1132.5						
	1137.5						
	1142.5						
	1147.5						
	1152.5						
	1157.5						
	1162.5						
	1167.5						
	1172.5						
	1177.5						
	1182.5						
	1187.5						
	1192.5						
	1197.5						
	1202.5						
	1207.5						
	1212.5						
	1217.5						
	1222.5						
	1227.5						
	1232.5						
	1237.5						
	1242.5						
	1247.5						
	1252.5						
	1257.5						
	1262.5						
	1267.5						
	1272.5						
	1277.5						
	1282.5						
	1287.5						
	1292.5						
	1297.5						
	1302.5						
	1307.5						
	1312.5						
	1317.5						
	1322.5						
	1327.5						
	1332.5						
	1337.5						
	1342.5						
	1347.5						
	1352.5						
	1357.5						
	1362.5						
	1367.5						
	1372.5						
	1377.5						
	1382.5						
	1387.5						
	1392.5						
	1397.5						
	1402.5						
	1407.5						
	1412.5						
	1417.5						
	1422.5						
	1427.5						
	1432.5						
	1437.5						
	1442.5						
	1447.5						
	1452.5						
	1457.5						
	1462.5						
	1467.5						
	1472.5						
	1477.5						
	1482.5						
	1487.5						
	1						

A COMPARISON OF TESTS

17

	72.5	77.5	1	1	2	1					6	-1	-6	6	10
	67.5	1	3	2	2	1					12	-2	-24	48	62
	67.5	72.5									6	-3	-18	54	45
	62.5		2	1	1	2						14	-4	-56	224
	67.5											2	-5	-10	50
	57.5	6	2	2	1	1	2								55
	62.5														
	52.5	1	1												
	57.5														
f	8	3	8	8	6	17	6	9	15	10	12	2	3	2	112
d	-6	-5	-4	-3	-2	-1	0	1	2	3	4	5	6	7	8
fd	-48	-15	-32	-24	-12	-17	0	9	30	48	10	18	21	16	34
fd ²	288	75	128	72	24	17	0	9	60	90	192	50	108	147	128
															1388

Primary Mental Abilities

r = .83

a more useful tool for student diagnosis, and it can be readily translated into easily understood terms.

SUMMARY

The three tests used in this study seem to correlate close enough that any of them can be used as a good tool for the school situation, depending on what use you care to make of them. It is this writer's contention that the Primary Mental Abilities Test seems to have the greatest advantages for a school system that wants a single group measurement that will give the greatest amount of information and still have ease of scoring, recording, administrating and interpreting.

(Amendments continued from page 3)

and members of the proposed Branch and their occupational titles shall accompany the application for a charter.

d. The application and proposed Constitution and By-Laws will be submitted by the Executive Director of A.P.G.A. to the A.S.C.A. Board of Governors for immediate action. Tentative approval by the Board of Governors which allows the Branch to plan its activities shall be submitted for ratification at the next meeting of the Business Meeting or the Delegate Assembly of A.S.C.A., whichever shall be the recognized legislative body of A.S.C.A. at the time of application.

e. Amendments to any Branch Constitution shall be reported within thirty days to the secretary-treasurer for approval by the Board of Governors of A.S.C.A.

f. Each Branch shall transmit to the secretary-treasurer of the Association the names of its officers within thirty days of their election or appointment. Between March 1 and May 1 of each year, the secretary of the Branch shall send to the secretary-treasurer of A.S.C.A. an annual report of the activities and status of the Branch, including a complete list of the members.

g. A Branch may have Associate members who meet only local requirements of the Branch. Such members shall have no voting power in the affairs of the A.S.C.A.

h. A Branch may have its charter revoked by the Delegate Assembly or Business meeting on the recommendation of the Board of Governors for activities in violation of the spirit or letter of the Constitution.

i. Only one State Branch will be chartered for each state,

Guidance Personnel and Industry Really Meet

HUBERT W. HOUGHTON

*Supervisor, Bureau of Guidance, New York State Education Department,
Albany, New York*

The secondary school guidance counselor, who assists students with their educational and vocational plans, must of necessity understand the occupational world and keep abreast of conditions and developments therein. In many states, in order to become a licensed counselor, he must have had experience outside the field of education. In his training, he pursues courses in educational and occupational information interlaced with speakers from the world of work and periodic visits to business and industry. On the job, he continuously collects and absorbs occupational materials and information which are disseminated, usually through a counseling process, to students individually or in groups.

A novel opportunity was provided in the summer of 1959 for experienced guidance counselors to penetrate deeply and realistically into the structure of giant industry and to "currentize" themselves with present and future occupational trends and promising developments in counseling. In recognition of the importance of secondary school guidance and the need for periodic refresher courses for counselors, the General Electric Educational and Charitable Fund instituted a six-week General Electric Guidance Fellowship Program for fifty secondary school guidance personnel at Syracuse University, Syracuse, N. Y. Each Fellowship provided for tuition, books, board and lodging at the University and a round-trip travel allowance.

Applications were received from approximately 350 experienced guidance directors and counselors. Selection criteria included two years of guidance experience, guidance certification or state approval of guidance qualifications, Master's Degree or equivalent graduate hours in guidance, membership in professional guidance organizations, evidence of professional growth, and three recommendations, including one from the university training institution and one from the administrator of the school system of employment. The final group of 48 Guidance Fellows (two departed from the group during the first week) represented twelve northeastern States and was comprised of 28 men and 20 women, 15 of whom were Directors of Guidance and 33, guidance counselors. Forty-four were full-time guidance personnel, while four served more than one half time. The administrative organizations in which they were employed were as follows:

village superintendency, 9; city superintendency, 17; union free district, 5; central district, 12; central high school district, 2; Board of Cooperative Educational Services, 1; County Vocational Education and Extension Board, 2.

In the morning, the Fellows met in a five-hour credit course, *Advanced Theory, Research and Practice in Counseling*, emphasizing recent research in counseling and related fields, the problems of design and conduct of local or action research, and practice in counseling techniques. Course topics, listed here in order of personal value for professional improvement as indicated by final student evaluation, were: determination of the role of the counselor; interview analysis through the selection and identification of counselor responses; theoretical approaches to counseling; actual conduct of a research project; the *Rotter Incomplete Sentences Blank* and its potential use in personality assessment; the use of data processing equipment in conducting research; the role of interest in vocational selection and the analysis of the *Strong Vocational Interest Blank*; the design and development of the *Minnesota Multiphasic Personality Inventory*.

In the afternoons, the Guidance Fellows pursued a three-credit hour course, *The Orientation of Counselors to the Occupational Structure*, in which seven lectures were presented by a university professor, serving also in a liaison capacity with the General Electric Company, and the remainder of the presentations involved an instructional staff of management personnel from the General Electric Company.

The General Electric Company had pre-planned extensively, meeting periodically with university representatives, so that on opening day, the Fellows were presented with a course outline, indicating the topic, activity or lecture day by day. Lectures and panels, along with extensive use of visual aids and pertinent literature, were presented both at the local Syracuse plant and on campus by the local managers of employee and plant community relations operation, employee relations, finance, the electronics laboratory, the semiconductor plant, marketing, engineering administration, and union relations, and their associates. Presentations were also made by General Electric headquarters personnel and personnel of other plants,—the consultant on personnel practices, a specialist in personnel development and testing, an adviser on publications. At two banquets, the Fellows were privileged to hear and question two GE vice-presidents. Plant tours, where opportunity was provided to the Fellows for questioning employees on the job, included the finance section, where the latest advances in accounting machines and devices, including large computers, were observed, the electronics laboratory, semiconductor operations and television receiver department at the Court Street Plant and at Electronics Park, Syracuse, and the Turbo-Generator plant and the Research Labora-

tory at the Schenectady, N. Y. plant. One unusual feature was an hour interview on career development by each Fellow with a GE employee of his own choosing, with 36 job titles ranging from unskilled to professional levels represented.

In evaluation of the course, Fellows indicated in order of priority that they gained the most in terms of professional growth from these eight items of the 19 GE instructional parts of the program: the actual interviews of employees; the use of job descriptions and new specifications (with specialists from different levels of job requirements, namely, high school training, apprenticeship training, two year technical training, college plus G.E. training); employee and plant community relations function (personnel practices, wage and salary administration, employee benefits, education and training, health and safety, employee communications, union relations, and community relations); variety of job opportunities within a single industrial organization (percentage in each job family, education and experience required, salary and wage ranges, opportunities for advancement); the research laboratory; job performance appraisal; orientation for new employees; and the selection interview. Preference in professorial lectures ran clearly to those concerned with criteria for a successful occupational information program, methods of inquiry into career development, the future occupational world and human resources and the guidance program.

Living and eating together in one dormitory permitted a continuous interchange of ideas and viewpoints among the Fellows,—a situation to whose worth participants attested again and again in evaluation. In addition to their freedom to converse with industrial employees representative of all occupational levels, their repeated visits to the plants, and their intermingling with industrial personnel at dinners and on trips, the Guidance Fellows, through a planned and informal procedure of reaction, were permitted much oral give-and-take with GE personnel. Daily, a small group of students was selected to meet by themselves and to prepare implications of the day's events for the guidance and counseling program; these were typed, mimeographed, and distributed to all students as well as to GE and university personnel involved in the Program.

All in all, guidance personnel, in the summer of 1959, really met industry.

Contemporary Views of Elementary School Guidance

RITA G. ORGEL

Guidance Consultant, Merrick Elementary Schools, Merrick, New York

Recent developments have indicated that there is an increasing number of professional guidance personnel at work on the elementary school level. This trend has revealed the need for a dominant philosophy which can clearly outline the scope of a comprehensive guidance program.

The Merrick Long Island, New York, Elementary Schools have formulated a specific frame of reference which is applicable to their predominant needs and practices.

The general aims of the guidance program are broad. Guidance is a many faceted, multi-disciplined approach to viewing the child as a complete entity. The desired aims are to assist children to: (1) Understand themselves and their problems; (2) to make good and practical use of their personal and environmental resources; (3) to choose carefully and plan wisely in order that they may deal successfully with their problems; (4) to make the necessary satisfactory adjustments to their present and future needs. The effectiveness of any guidance program depends on how well it has endeavored to fulfill the requirements of the individual pupils it services.

CONCEPT OF GUIDANCE

The present concept of guidance requires a consideration of the "whole child," where any one phase of growth becomes an integral part of the child's development. With this concept guidance is concerned with physical, moral, mental, emotional and educational needs. All effort should be directed toward the promotion of the child's optimal growth, learning and total development.

Yates (7) views guidance as providing an environmental atmosphere in which every child can grow into a socially desirable, happy and wholesome personality. In considering such an environment we avoid telling the child what to do, and how to do it; rather, we encourage him to develop traits of self-direction, self-control and self-appraisal. We place the child in an atmosphere that permits a maximum amount of shared responsibilities and privileges, where he can make an adequate adjustment to the society in which he resides. As an individual, and as a member of a group he will have an opportunity to help plan, and evaluate all his varied experiences.

DUTIES OF THE GUIDANCE CONSULTANT

The Guidance Consultant's duties are varied. Basically the Guidance personnel is seen as a resource, who works to increase the guidance activities within a school, and to help teachers and others to understand the complexity of understanding children, individually and in groups.

Alert and interested teachers are aware of the need for child study. They feel the necessity for gathering information concerning their children so that they can plan and teach effectively and intelligently. The Guidance Consultant can contribute to the development of child study in several ways.

The Merrick Elementary Schools have initiated the following thirteen point program to fulfill their basic guidance needs.

1. Collecting of Pupil Records by Teachers

The Guidance Consultant can: Assist teachers in the gathering and use of information, e.g., (a) What to record and how to record it. Those patterns of behavior which demand the teacher's attention as well as those outstanding weaknesses and strengths of children should be recorded. Whenever repeated accounts of similar data are recorded, it should be brought to the attention of the Guidance Consultant; (b) Help the teacher determine (on the basis of her records) how much is typical and how much is atypical behavior; (c) What normal growth patterns are for the group. Suggestion is offered to keep a box of index cards readily available for the recording of such data.

2. Benefiting Teachers Through the Guidance Consultant

The guidance consultant can: Give direct help to teachers with children whose behavior is incomprehensible to her. (a) Children who are emotionally disturbed will be given psychological evaluation to determine the cause of their maladjustments. The Guidance Consultant will discuss the findings with the classroom teacher in order to provide the child with the proper atmosphere and motivation necessary for learning and group living.

3. Identifying Pupils with Special Needs

The Guidance Consultant can help with the identification of children with special needs (gifted, physically or mentally handicapped) and with those children who require remedial help: (a) Kindergarten and primary grade teachers will be encouraged and helped with detection and identification of children with special talents, tendencies and needs. Special talents include superior achievement in art, music, science as well as the 3 Rs; (b) Deficiencies in any one subject area should be recorded and called to the attention of the Guidance Consultant e.g., a low achievement in arithmetic.

but satisfactory or better in all other areas. Educational guidance will be given to these children to determine the cause of the deficiency and remedial help offered in an effort to help the child achieve his optimal education level; (c) The Guidance Consultant, upon advice of the District Principal, arranges for home instruction for those children who are unable to attend school and who are eligible for instruction.

4. Coordinating Pupil Services

The Guidance Consultant coordinates all areas of individual child study. There must be a close liaison between the administration, curriculum specialists, health services and guidance personnel in order to help each child reach his optimal growth.

5. Counseling With Parents

The Guidance Consultant works with and counsels the parents to help them understand the various aspects concerning their child's weaknesses and strengths. (a) The Guidance Consultant can help children and their parents to understand individual pupil's talents or abilities—natural or cultivated; (b) The interpretation of the school program to the parent and the promotion of increased understanding of children benefits both the school and the home.

6. Improving School-Community Relations

The Guidance Consultant is a liaison officer between the school and many community agencies. The Guidance Consultant possesses the knowledge of community resources. She is acquainted with library services, health agencies, child care services, medical and psychiatric clinics and special educational services and can place this information at the parent's or school's disposal.

7. Orienting and Supervising the School Testing Program

The Guidance Consultant is an important link in the school testing program. The overall function of a school testing program is four-fold. It has a classroom function, a guidance function, an administrative function and a psychological function. The first three areas are mandatory—the fourth is necessary only in cases of individual uniqueness and personality maladjustment. All standardized achievement and aptitude tests should be administered, scored and interpreted under the supervision of the Guidance Consultant.

Individual intelligence tests, projective techniques and personality measurements relating to psychological, social and emotional problems will be administered by a qualified psychologist.

Group intelligence tests will be administered as part of the regular testing program by either a psychologist, the Guidance Consultant or both.

8. Suggesting Assignment of Pupils to Special Services

The Guidance Consultant coordinates psychological, psychiatric and speech services.

Diagnosis and assignment of pupils to the various individualized programs such as enrichment, special subject emphasis, special class placement, are the responsibility of the Guidance Consultant.

9. Guiding Teachers to Understand Their Pupils' Problems

Another phase of the Guidance Consultant's work lies in the area of group work. The guidance specialist can help school personnel to be comfortable with children. The Guidance Consultant has had special training in group dynamics and interpersonal relations. To this end, she can work with groups of teachers and provide outside resource persons and films in the study and interpretation of child growth, development and behavior. The specialist can conduct workshops on child guidance techniques.

10. Improving Pupil Attitudes and Personality

The Guidance Consultant in her work with the children in classroom discussions can emphasize the importance of a disposition toward friendliness, respectfulness, altruism, courtesy, modesty, sincerity and thoughtfulness. The Guidance Consultant can motivate discussions of personal appearance, grooming, manners and personal hygiene.

11. Clarifying the Purposes of Special Classes or Services

The Guidance Consultant can assist school personnel in the understanding of children in special groups.

The special needs of the children that make grouping advisable require constant interpretation; their special educational needs require understanding by all who have contact with them.

Teachers sometimes need help so that they may interpret special programs to their children in the regular classroom.

12. Enlightening Young Pupils in Regard to Vocations

Guidance consultants are entrusted by state law with the vocational guidance duties in educational institutions. On the elementary level, the children can become acquainted with many vocational opportunities. The children should be made aware of the various types of occupations in addition to the obvious "Community Helpers".

13. Determining the Content of Cumulative Pupil Records

Cumulative reports and records are an integral part of the Guidance program and should be based on and expressed in terms of all objectives of educational growth. The records provide measures of estimates of the student's abilities to meet life's cultural, economic, health and social opportunities as they affect his educational aspirations.

For the Guidance Consultant and faculty, they are a contribution to their understanding of each student's potentialities. The Guidance Consultant is responsible for their accumulation and preservation. a. The cumulative record folder for each child should include: (1) Pupil's name, birthdate, sex, siblings, parent's name and occupation, address, et cetera, (2) Teachers' marks, (3) Test results in grade, age, placement and percentile rank, (4) Attendance record, (5) Picture, (6) School activity participation and leadership record, (7) Health and physical status, (8) Personality rating summary, (9) Special talents and aptitudes, (10) Requirements for special services. The cumulative folder should be centrally located where it can be readily available to the administration, guidance consultant, school nurse, classroom teachers and other qualified personnel. b. Anecdotal records and classroom observations should be kept by each teacher in the classroom and a summary made at the end of each term, to be kept in the cumulative record folder. c. Confidential Data. Confidential data about students which, in the judgment of the Guidance Consultant, should not be kept routinely in the cumulative folder for use by all staff members should be filed in a separate confidential file in the office of the Guidance Consultant. Some interview notes, special test results (I.Q., projectives, etc.) confidential information about home and family problems, and certain other clinical data may have meaning only to the Guidance Consultant, the psychologist or the psychiatrist and if confidentially secured should be shared by the Consultant only where in her and the principal's judgment the best interests of the students are served. d. Confidential data can be released to qualified personnel and community agencies only upon receipt of a signed release from the parent, and under conditions outlined in the Ethical Standards of Psychologists published by the American Psychological Association.

RESPONSIBILITIES OF THE GUIDANCE CONSULTANT

The functions of a sound guidance program extends into four areas—child study, work with school personnel, work with parents and community groups and research. The guidance specialist is required to have an adequate background in the field of statistics and research. The cooperative

efforts of all school persons can contribute to the successful culmination of the effectiveness of the guidance program.

Education in the Merrick school system, designed to meet individual needs, centers around the Cooperative Research Topics. Each topic is studied through many facets and tangents, never out of context, but rather as an interrelated whole. Each student is a cooperative and contributing member of the group. Guidance in this school system parallels this dominant philosophy. Each student's growth is studied through many phases but always considered in relation to his whole development. Guidance helps him to work to his optimal capacity and insure maximum growth both physically and mentally.

Fundamentally the Guidance Specialist is a consultant and a resource person. The situations where the maximum amount of guidance can take effect is within the confines of the regular classroom. The classroom teacher is the most important element in any school-wide guidance program. On his or her shoulders rest what will or will not be done in guidance.

REFERENCES

1. ANDREW, DEAN AND WILLEY, ROY. *Administration and Organization of the Guidance Program*. Harper, New York City, 1958.
2. Ethical Practices Committee. "Ethical Practices Comm. Report" *Ethical Standards of Psychologists*. Amer. Psych. Assoc., Wash., D. C. 1953.
3. Div. of Research and Guidance, Los Angeles County Superintendents Office. *Guidance Handbook for Elementary Schools*, California Test Bureau. Los Angeles, California, 1948.
4. JONES, ARTHUR. *Principles of Guidance and Pupil Personnel Work*. McGraw Hill, New York, 1951.
5. MARTINSON, RUTH AND SMALLENBERG, HARRY. *Guidance in Elementary Schools*. Prentice-Hall, New York, 1958.
6. STRANG, RUTH. *The Role of the Teacher in Personnel Work*. Bureau of Publication, Teachers College, Columbia University, New York, 1953.
7. YATES, ZELLA G. "Guidance in the Elementary School" *Grade Teacher*, February 1955, pg. 56.

The Captive Client

ANGELO V. BOY

Guidance Counselor, Parlin Junior High School, Everett, Massachusetts

There are certain procedures in vogue among school counselors which appear to be operationally effective until, upon close investigation, serious doubts are raised regarding their validity. There are some counselors who follow a procedure not because the procedure has some intrinsic or empirical basis for use, but simply because the procedure has gained a kind of functional acceptance among counselors which has enabled it to become deeply entrenched until the procedure becomes part of the school's traditional *modus operandi*.

THE ROUTINE COUNSELING SESSION

A counseling procedure which has gained this functional acceptance among many school counselors is called, in the jargon of the profession, the *routine counseling session*. That is, a counseling session which is initiated by the counselor with every member of a student body in an assembly line fashion. The rationale for using such a procedure is not clear, but its purpose appears to be the gathering of information which can be added to the student's cumulative record or individual inventory. From all indications, the routine counseling session appears to be the structure on which many school counseling programs are built.

Students react in a passive manner when they are called into a counseling session as part of routine procedure. To be sure, these students answer questions, are well mannered, and often present the counselor with a neatly packaged problem since they realize that the counselor expects them to have some kind of problem beneath their superficialities. The problems revealed by students in the routine counseling session are usually resolved when certain information is obtained from the counselor. In this type of counselee-counselor relationship the counselee views himself as the questioner and the counselor as the resource person. The rapport established in the routine counseling session is not one which encourages the student to return with a personal-emotional problem because of the general atmosphere surrounding the routine counseling session. It is essentially the interrogation of the counselee by the counselor, representing the traditional

pupil-teacher relationship, and often results in the pupil forming a negative or passive attitude toward the value of the counseling service.

ADVANTAGES AND DISADVANTAGES

The routine counseling session is generally defended on the grounds that it meets the needs and interests of the students, but if students were given the opportunity to honestly appraise the procedure, we would discover that the routine counseling session is a tolerated school procedure, lumped together with many other tolerations in the typical school day. A careful evaluation of the routine counseling session would disclose that it exists to meet the needs and interests of counselors, teachers, administrators, and parents rather than student needs and interests.

If we realistically pursue the matter of the routine counseling session, we would discover that it involves no professional counseling techniques but it is merely the passing of information from the informed to the uninformed, the traditional pattern in the educational process. A counselor who is labeled professional should have more to his credit than the fact that he has had the time to gather more information than the students in his school.

From this writer's viewpoint, professional counseling goes beyond the giving of information or advice to students, but it is a procedure which has psychological depth and breadth. It is essentially a therapeutic relationship in which the client who is carrying a personal-emotional problem is permitted to exist in a non-threatening psychological atmosphere in which he is free to pursue his innermost frozen feelings, to the end that he can defrost these feelings and function as an emotionally healthy individual, able to give self-direction to his muddled life. In such a relationship the student comes to counseling by his own choice since *he feels the need for help*. In actuality, any school or community librarian is able to furnish a student with the information he desires since any good library contains the essential knowledges of life. Counseling, if it is to be a *professional procedure*, cannot have as its basis the dissemination of sundried information.

Some counselors will take the justifiable stand that the school is obligated to provide information which will assist the student to make meaningful course selections. This point is granted, but let us not consider this assistance to be professional counseling. Let us instead take an insightful look at the person who renders this assistance and call him a teacher, regardless of the job title under which he functions. If the professional counselor is to be a well of information for thirsty students, let's stop promulgating the necessity of extensive graduate training in order to enter counseling, and realistically allow prospective counselors to sit home and read facts which will help them to more adequately answer students' questions.

The arguments which some counselors use to proclaim the merits of routine counseling are often questionable. For these counselors, their very existence is dependent upon seeing students in counselor-initiated counseling sessions since students who would come to them voluntarily would be difficult to find. Since their security is threatened, these counselors turn to herding captive clients into the routine counseling session. If the counselor is to grow in stature as a professional worker he must justify his existence upon something more valid than the routine counseling session. The use of the routine counseling session as the core of a counseling program is just as invalid as legislation which would require psychiatrists to interview every inhabitant of a community, regardless of the inhabitant's need or desire for the assistance.

WHY IS IT USED?

Following are some questionable factors which have influenced the increased use of the routine counseling session in our schools. These factors have often been pointed out as justifications for routine counseling and should be carefully evaluated by the reader.

(1) Counselors are generally agreed that the most significant counseling occurs when the student decides that he needs help with a problem and comes to the counselor voluntarily. Although counselors agree on this point, they cannot base an entire counseling program on students coming to them voluntarily since there is the danger that they would find themselves with few counselees and no justification for the existence of the counseling program. The more secure position is for the counselor to see students in an assembly line procedure since there is a guarantee of more counselees than the counselor can handle.

(2) Some counselors use the routine counseling session to gather information about students which they feel is imperative in keeping accurate cumulative records and individual inventories. The validity of gathering abundances of information about individuals is still a debatable procedure, but regardless, the writer feels that professional counseling should go beyond the gathering of information about students. It seems that if abundances of information *must* be gathered, this information could be more expeditiously gathered by either the counselor or homeroom teacher meeting students in groups and using duplicated forms and questionnaires.

(3) Some counselors hold that the giving of information to the student is the core of routine counseling and they proceed to mechanically relate, session after session and year after year, the entrance requirements for X university or the requirements of job Y. The assumption here seems to be that students haven't enough good sense to use the index of a college catalogue or read a job-fact sheet. Isn't it possible to duplicate college entrance requirements and similar information and make it easily available

to students instead of using valuable counseling time to achieve the same result?

(4) Some counselors feel threatened by the negative attitudes of others (and these people do exist) toward the value of the job they perform. Therefore, in attempting to defend themselves, these counselors attempt to statistically indicate that they are doing an effective counseling job by publishing, in the annual report, a figure which indicates the large number of students counseled during the school year. By performing assembly line counseling these counselors justify their existence through quantity counseling rather than quality counseling.

(5) Parents would be more disposed toward a school's counseling program if the program were based on the democratic ideal of "equal opportunity for all." That is, parents would more strongly support a counseling program in which students are given equal slices of the counselor's time since "doing the most for the most" takes preference over "doing the most for those who are in need."

(6) Many administrators favor providing each student with a routine counseling session since this approach is often more saleable to a community than a counseling program which would concentrate on the smaller group of students who are in real need of counseling assistance. Many administrators, like many parents, feel that providing all students in a school with some counseling time is an essential part of democratic education.

(7) The position of counselor has come to be regarded as an excellent stepping stone toward administrative positions. In fact, there are many school situations in which the counselor is actually functioning as an assistant principal, awaiting his turn to move into the principalship. The counseling office is certainly an excellent opportunity for this counselor to enhance his position in the school and community by providing a service, the routine counseling session, which the school and community accept and approve. After all, why make waves in the serene educational ocean?

CONCLUSIONS

The writer feels that if counselors are to achieve and maintain a status as professional workers, counselors must redefine their job functions and engage in activities which are professional in nature rather than engaging in activities which, in reality, can be handled by non-guidance personnel.

Counseling is at the crossroads in our educational structure. In our attempts to redefine the function of counseling, we can make decisions which will strengthen or weaken counseling as a professional task. If counselors are to achieve a truly professional status, we must take a long hard look at what we are doing in the name of counseling, keeping those functions which are truly a part of counseling and dismissing those which have no valid basis for existence.

HINTS FOR COUNSELORS

Tools and Techniques Counselors Find Successful

Follow-Up Made Meaningful

The importance of follow-up studies as the source of data for such important items as curriculum revision, test validation, or masters' thesis in education is well known. Less often stressed is the human interest side of these studies, and the importance they can play in providing a sense of accomplishment for a school staff.

One of the most comprehensive studies in terms of coverage that the writer has seen was the recently completed ten year survey of the 1949 graduating class of the Davenport, Iowa, High School.* Culminating a series of studies made one, three, and five years after graduation, 96 % of the 567 in the class were contacted.

The study resulted in many interesting statistics, of which only a few will be given here. Only 17, or about 6 %, of the girls were still single, and another 17 had been divorced or separated. Of the boys, 14 % had not married, and of the 222 marriages only 13 had ended in divorce or separation. Employment was obviously no problem to this group. Except for 69 % of the girls who were full-time homemakers, only one was unemployed. Two boys, one in an institution, the other on a disability pension from the Army, were unemployed. Seven boys and one girl listed their occupation as full-time student. Twenty-nine per cent of the girls had attended college, but of this number less than one-third had graduated. Forty-six per cent of the boys had attended college, with 62.5 % of those entering college completing at least an undergraduate degree. Sixty-five per cent of the boys had been in military service, one dying in the Korean war.

But interesting as these statistics are, the personal interest the writer found in reading the returns from these graduates seemed even more important. Having taught almost half of the boys in Occupations classes when

* The 1959 study was made by Pauline Cotter, Counselor and Placement Director; Cecile Logic, Head of the Business Education Department; and Calvin Hershner, Counselor; under the supervision of Donald Hempstead, Assistant Principal of Davenport High School.

they were sophomores, and then having worked on the follow-up studies of the class made in 1950, 1952, and 1954, the writer felt intimately acquainted with most of the boys in the group. Even though he had been away from Davenport since 1954, the chance to look at the survey blanks brought back many memories.

Here was proof that top students went on to top rank professional careers. Of the ten boys who were selected as honor students at graduation time all had graduated from college, and two were close to Ph.D. degrees. Herb, who was able to breeze through any problem in mathematics, now is a senior design engineer on digital computers. Sam, who helped paint the writer's house one summer, is a college history professor with several years of study abroad on Rotary Club and Fulbright scholarships.

To learn that Jim, who made such a fine contribution in class and who functioned with such skill in human relations as Hi-Y president, had gone on to be a doctor, as had three other members of the class, brought a thrill of satisfaction. Richard, who in the 1954 survey mentioned that he had first become interested in chiropody in the Occupations class, is now a well-established specialist. Mike, who had few qualifications for law except dogged ambition has risen from the bottom half of the class to become a law school graduate. Ralph, who was encouraged to start a machinist apprenticeship as the result of the vocational education available, has now reached a position as shop foreman. Lawrence, who got his first job through the school placement office, has stayed with the company for ten years and now has a highly responsible position as a rolling mill operator.

On almost every page of the 227 completed questionnaires received from the boys in the class were interesting bits of information bringing to life again the students who once sat in the Occupations classes or came into the writer's office for career information, job placement, or to talk about Hi-Y business. Knowing what these students have accomplished has provided a new sense of purpose to at least one person in guidance work, and undoubtedly other teachers and counselors on the staff at Davenport High School have felt the same way.

Follow-up studies can provide you not only with the cold statistics for annual reports, test validation, or curriculum study, but with the human-interest information that will make teaching seem more worthwhile to you and your fellow staff members. Follow-up studies cost money, and much time and effort, but they yield worthwhile results. Why not start planning a follow-up program in your school now?

LAWRENCE B. KENYON, *Director of Guidance, Hanover Park High School, Hanover, New Jersey*

Using the Faculty as a Resource for College-Bound Seniors

The task of keeping up with the volume of information concerning various colleges can be overwhelming. In spite of the counselor's best intentions, it is doubtful if he can have but a limited number of colleges and universities with which he is intimately familiar.

Information released by the schools can often give but a superficial description (and sometimes a misleading) description of their institution.

From first-hand experience, this counselor has often been amazed at the actual physical facilities he has seen with his own eyes when compared to the mental image created by the school bulletin or catalog. True, sometimes the effect has been pleasant; often it has been disappointing or at least substantially altered.

It is impossible often to get the "flavor" of a school by an intelligent reading of its literature and, in fact, this quality can be elusive from the usual two or three hour college visit.

This counselor reasoned that the schools he knew best were the schools he himself had attended. The knowledge gained through intimate association was indeed "three dimensional" when compared to the "plane" facts of the catalog.

The problem then was how to supply to our seniors that extra dimension of knowledge regarding a particular institution he might be interested in order to supplement the facts of the catalog.

Certainly the high school faculty could be involved in the process of making this kind of information available. A letter was sent to each faculty member as follows:

ISLAND TREES HIGH SCHOOL
GUIDANCE DEPARTMENT

October 2, 1959

Dear Faculty Member:

Getting the right senior into the right college can often be a headache. Frequently, a senior could be encouraged (or discouraged) concerning a particular choice of a college he is considering if he had more information than is commonly available from the typical college catalogue.

Here is where you can help; if you are willing to talk to an *occasional* senior about the college(s) you know best then we would use you as a resource person. *With your prior approval* we would recommend a senior to you to talk

things over if he was interested in the particular school you attended and if, in our best judgment, this kind of discussion would have a salutary effect on his post high school planning.

We can give the seniors the statistical data on most colleges; costs, entrance requirements, etc. but it is difficult if you are unfamiliar with a particular school to characterize it in terms of campus-life, special facilities and part-time employment opportunities. In conclusion, we are not abdicating our responsibilities but rather enhancing our services to some members of the senior class who could benefit from getting the facts from one who has them. At most you would speak to just a very few seniors over the school year.

If you are willing to participate in this "experiment" would you fill out the form below and drop it into the Guidance mailbox. . . . Thanks.

The response was very gratifying. Seventy-five per cent of the faculty responded favorably. The variety of schools and universities attended was almost national in scope and ranged from the small rural college to some of the larger universities.

As of this date several seniors have been referred to "faculty advisors" and I have been informed that the process is mutually enlightening; the student acquiring vital first-hand information about a particular institution and the teacher having the satisfaction of sharing his resources with a student in a meaningful manner.

ALVIN H. BRISHIE, *Guidance Director, Island Trees High School, Levittown, New York*

Now... a major test publisher brings you "workbooks"
devoted exclusively to the interpretation
of its nationally-known measuring instruments...

TEST INTERPRETATION EXERCISES

A series of practice problems covering the major points essential to the proper use and interpretation of mental maturity, achievement, aptitude, and interest tests... for use by college students, teachers, and counselors

FEATURES:

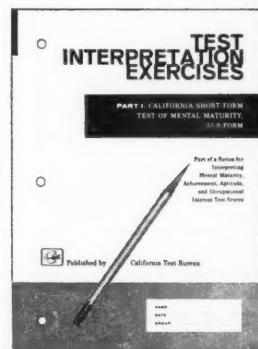
- ¶ Comprehensive coverage of the major things that one must know about tests to use them correctly — administration, scoring, converting scores, interpreting scores in typical school situations
- ¶ Designed for use in measurements classes, in-service training programs, workshops, institutes
- ¶ Affords practice in interpreting test scores for actual cases in realistic educational settings
- ¶ Presented in easily understood, non-technical language
- ¶ May be used in large groups or by one person alone
- ¶ Covers test interpretation problems at the elementary, junior high, and secondary levels
- ¶ Test scores considered in light of other data — school marks, age, interests, family background

FOUR PARTS NOW AVAILABLE:

1. California Short-Form Test of Mental Maturity
2. California Achievement Tests
3. Multiple Aptitude Tests
4. Occupational Interest Inventory

(Part 5 — Interpreting Test Scores for Individuals — and Part 6 — Interpreting Class Test Data — now in preparation.)

For a free sample of Part 1 and further information on the Test Interpretation Exercises, write to...



CALIFORNIA TEST BUREAU
Del Monte Research Park, Monterey, California
Publishers of Educational and Psychological Tests Since 1926





COMMITTEE CHAIRMEN AND REPRESENTATIVES

STANDING COMMITTEES

Convention Program: J. CARTER PARKES, Austin College, Sherman, Texas
Constitution: G. W. MURPHY, Counselor, Catonsville Junior High School, Catonsville, Maryland
Membership: KENNETH PARKER, Director of Guidance Services, Lamphere Public Schools, Madison Heights, Michigan
Assistant Membership Chairman: HELEN F. SHARP, Counselor, Forest Park High School, Baltimore 7, Maryland
Nominations and Elections: GUNNAR WAHLQUIST, Assistant Superintendent of Schools, El Monte Union High School District, El Monte, California
Senior Teller: THS. G. BUSH, Counselor, Mergenthaler Vocational-Technical High School, El Monte Union High School District, El Monte, California
Publications: N. HARRY CAMP, JR., Director, Child Guidance Center, Brevard County Schools, Cocoa, Florida; EDWARD HASCALL, JR., Division of Testing and Counseling, City College of New York, New York, New York.

SPECIAL COMMITTEES

Branch Structure: EDWARD LANDY, Assistant Superintendent of Schools, New Public Schools, Newton, Massachusetts
Elementary School Guidance: ANNA R. MEEKS, Supervisor of Guidance, Baltimore County Public Schools, Towson 4, Maryland
National Scholarship and Test Programs: CALVERT W. BOWMAN, Coordinator of Counseling, San Mateo High School, San Mateo, California
International Relations: JOHN BURRISS, Elementary Counselor, Bristol Borough, Bristol, Pennsylvania
Professional Training, Licensing and Certification: GEORGE O. McCLEARY, Director, Guidance and Psychological Services, Richmond Public Schools, Richmond, Virginia
Research: C. K. KNOX, Counselor, Henry High School, Minneapolis 12, Minnesota
Archivist: HELEN F. SHARP, Counselor, Forest Park High School, Baltimore, Maryland

REPRESENTATIVES

APGA Delegate Assembly Delegates: DOROTHY M. BANKS, Oak Park, Michigan; ROBERT J. HANSON, Grosse Pointe, Michigan; VIRGINIA E. FREDERICK, Warren, Ohio; ANNA L. DAVIS, Pasadena, California; DAVID R. ALLEY, JR., Tulsa, Oklahoma; RICHARD ASHLEY, St. Louis Park, Minnesota; C. G. GRAY, Lubbock, Texas; KATHRYN G. COOK, Cheyenne, Wyoming; DONALD J. KINCAID, Los Angeles, California; MORRIS E. BLITZ, University City, Missouri; EDWARD LANDY, Newton, Massachusetts; BLANCHE PAULSEN, Chicago, Illinois; HELEN L. COREY, Drexel Hill, Pennsylvania; VICTOR K. CARMAN, Cincinnati, Ohio; CALVERT W. BOWMAN, San Mateo, California; VIOLET BICA, Cleveland Heights, Ohio; PAUL W. FITZGERALD, St. Petersburg, Florida; JAMES P. DAVIS, Towson, Maryland; VIRGINIA M. BICA, Cleveland Heights, Ohio; T. J. KUEMMERLEIN, Milwaukee, Wisconsin; ROBERT M. CASHDOLLAR, Butler, Pennsylvania; RILEY R. EDDLEMAN, St. Louis, Missouri; PHYLLIS B. WASHINGTON, Washington, D. C.; EMMA E. WILLIAMS, Towson, Maryland; LILLIAN E. BUCKINGHAM, Baltimore, Maryland; ROBERT H. FERGUSON, Frederick, Maryland; BENJAMIN BARBROSH, Newark, New Jersey; THOMAS G. BUSH, Baltimore, Maryland; ELLA ANNE GERLACH, Richmond Heights, Ohio; SAMUEL E. CLAUSER, Chester, Pennsylvania.
